

# Instructional Lesson Plan

**Content Area(s)/Course/Grade:**  
Art - 5th grade

**Unit:** Diversity and Cultural Awareness

**Lesson Topic:** My Mythology

**Approx. Date/s:**  
Q1 and Q3 six/seven - forty-minute classes

**Diversity Integration Topic:**

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).  
  
9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

**NJSL Standard/s:**

1.5.5.Cr1a - Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.  
1.5.5.Cr2b - Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.  
1.5.5.Cr2c - Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.  
1.5.5.Re7b - Analyze visual arts including cultural associations.

**Textbook, Materials, Resources:**

Vocabulary: Composition, interpretation, Mythology, Mythological creatures idealized animals, technique, color, and ultimate, stylized.  
Supplies: Pencils, erasers, sharpeners, rough draft paper, final copy paper, watercolor, paint brushes, water, cups for water, pencils, colored pencils, and sharpies.

## Lesson Objective:

Students will demonstrate an understanding of scale by drawing different features and parts of animals in relative size to each other.  
Students create an artwork based on a theme, (Mythology). Using their imagination to create their own Mythological Creature and its habitat.

The students can be shown parallels between their artwork, and stories of mythology/creatures from many different cultures around world.  
This lesson has cross curricular links with history and geography, introducing aspects of mythology, and mythological creatures from all over the world. Stories that are a part of various cultures.

## Instructional Delivery

**Culturally Responsive Teaching strategy:**

Do Now on the board will instruct student helpers to retrieve rough copy paper, and start brainstorming and answering the Do Now Question "How many different cultures have Mythology? List any and all Myths/Mythological Creatures you can think of!"

**Procedures:**

Students will have a class wide discussion with the teacher using a Google Slides presentation on Different Cultures, focused on Mythological Creatures from all different cultures  
Students will play a creative card game using Creatures Drawing Deck as a class-wide group activity to start off this Lesson.  
The teacher will model instructions for the class and small groups when needed.  
The teacher will circulate the room and provide hands-on instruction individually.  
The teacher will provide resources in English and Spanish.

## Assessment/Evaluation

**Formative/Summative:**

Students will complete the My Mythology worksheet as well as their projects, assessment and evaluations will be made based on these completed items.

**Closure:**

At the end of class on the last studio day selected students will take a gallery walk around the classroom. Once they have returned to their artwork, students will take turns holding up their individual pieces of artwork and discussing their mythological creature and details about it (what it is made of, reasons for their artistic choices, etc.) Conversation will be facilitated by the teacher and peers with a focus where their inspiration came from and what cultures are represented in their artwork. Students will be asked formative assessment questions during this time to gauge their level of understanding and knowledge of techniques and to assess if they have met learning objectives.

**Teacher's Name submitting plan:** Megan Rademacher

**Date submitted:**